Texas Education Agency

TELPAS & TELPAS ALTERNATE Updates

TELPAS Updates for 2019-2020

- TELPAS Manuals
- TELPAS Centralized Raters

TELPAS Overview

- TELPAS annually assesses the progress that English learners (ELs) make in learning the English language.
- All K-12 students classified as LEP/EL in the Public Education Information Management System (PEIMS) are required to participate in TELPAS, including those who have parents who have declined bilingual/English as a Second Language (ESL) program services.

TELPAS Components

Grades K-1	Grades 2-12
▪ Holistically-rated assessments in listening, speaking, reading, and writing ▪ Classroom observations and student interactions	▪ Online test for reading, listening, and speaking ▪ Holistically-rated student writing collection

Exceptions

There are exceptions to an EL being assessed in one or more language domain.

- **An EL receiving special education services**
  - Decision must be made by ARD committee in conjunction with the LPAC.
  - Participation must be considered on a domain-by-domain basis.
  - Reason for not assessing student must be well-supported and documented.
- **An EL from another Texas school district, state, or country who enrolls on or after the first day of the TELPAS testing window**
  - Will not be assessed by receiving district in the holistically-rated domains.
  - Is required to take the TELPAS reading test and the listening and speaking test

Special Administration of TELPAS

- **In rare circumstances that prevent a student from testing online, TEA may grant approval for a special administration of a TELPAS online test (reading or listening and speaking) for grades 2–12.**
  - Accommodations cannot be applied
  - Technology access is precluded
- **The decision to recommend a special administration of TELPAS must be determined by the appropriate team of people at the campus level (e.g., RTI team, student assistance team, 504 team).**
- **TELPAS reading requests are for paper versions, while TELPAS listening and speaking requests are for holistic assessments that require training and calibration to administer.**

TELPAS Manuals: Raters and Test Administrators

NEW

- **Based on feedback from the field and advisory groups, the TELPAS manuals organization will be updated in the 2019-2020 school year.**
  - TELPAS Rater Manual will only be online and not shipped to districts.
  - TELPAS Test Administrator Manual will be online as well as printed and shipped to districts.

- **Both manuals will be posted on the TELPAS Resources webpage and in the District and Campus Coordinator Resources (DCCR).**

TELPAS Rater Resources – Training Purposes

	K-1 Raters	2-12 Raters
For training purposes:	▪ K-12 Listening PLDs ▪ K-12 Speaking PLDs ▪ K-1 Reading PLDs ▪ K-1 Writing PLDs	▪ 2-12 Writing PLDs If approved for a special administration of listening and speaking test, 2-12 raters will also need: ▪ K-12 Listening PLDs ▪ K-12 Speaking PLDs

For easier access, the PLDs will be in an appendix of the *TELPAS Rater Manual*.

TELPAS Rater Resources – Rater Purposes

	K-1 Raters	2-12 Raters
For rating purposes:	▪ K-12 Listening PLDs ▪ K-12 Speaking PLDs ▪ K-1 Reading PLDs ▪ K-1 Writing PLDs ▪ TELPAS Student Rating Roster	▪ 2-12 Writing PLDs ▪ TELPAS Student Rating Roster ▪ Writing Collection Cover Sheet ▪ Writing Collection Verification Checklist If approved for a special administration of listening and speaking test, 2-12 raters will also need: ▪ K-12 Listening PLDs ▪ K-12 Speaking PLDs

For easier access, the PLDs will be in an appendix of the *TELPAS Rater Manual*.

TELPAS Writing Collections: Centralized Raters

NEW

- Districts will have the option to designate one or more **centralized raters** to rate TELPAS grades 2-12 writing collections district wide or only at a campus(es) or grade level.
  - The centralized raters will still have to meet the TELPAS rater requirements (training and calibration).
  - Exception: This does not apply to raters of students that have been approved for a special administration of the TELPAS listening and speaking assessment.

TELPAS Writing Collections: Centralized Raters

NEW

- The implementation of centralized raters is not a requirement. It is solely an option to provide districts some flexibility in the TELPAS assessment of grades 2-12 student writing collections.
  - As noted before, the centralized raters will still have to meet the TELPAS rater requirements. However, districts, at their own discretion, may require additional training for those raters designated as centralized raters.

TELPAS Writing Collections: Centralized Raters

NEW

- Teachers of ELs in 2-12 are still required to assemble an EL's writing collection to be rated.
- Districts using centralized raters will need to develop their own process to gather the writing collections district wide, campus wide or by grade level.
- Teachers assembling the writing collection(s) are required to receive TELPAS administration procedures training in order to ensure that writing collections are assembled appropriately.

K-1 Rater Credentials

- A teacher (including a substitute teacher) selected to rate an EL must
  - have the student in class at the time of the spring assessment window
  - be knowledgeable about the student's ability to use English in instructional and informal settings
  - hold valid Texas education credentials, such as a teacher certificate or permit
  - be appropriately trained in the holistic rating process
  - rate the student in all eligible domains
- Raters may include bilingual teachers, ESL teachers, general education teachers, gifted and talented teachers, and teachers of enrichment subjects. Paraprofessionals may not serve as raters.

2-12 Rater Credentials (writing only)

NEW

- Starting in 2019-2020, a rater does not need to have the student in class at the time of the spring assessment.
- The rater (including a substitute teacher) selected to rate an EL must
  - hold valid Texas education credentials, such as a teacher certificate or permit
  - be appropriately trained in the holistic rating process*
- It is important to note that teachers are still required to assemble writing collections.
- Districts that designate centralized raters (district wide, campus wide, or by grade levels) will need to develop their own process to gather and verify the writing collections.
- Paraprofessionals may not serve as raters.

*Please note that districts, at their discretion, can implement additional requirements for grades 2-12 raters of writing collections.

2-12 Rater Credentials (listening, speaking, and writing)

- In rare circumstances, an EL may be approved for a special administration for the listening and speaking domains. In this situation, the teacher must rate the student in all the eligible domains.
- A teacher (including a substitute teacher) selected to rate an EL must
  - have the student in class at the time of the spring assessment window
  - be knowledgeable about the student's ability to use English in instructional and informal settings
  - hold valid Texas education credentials, such as a teacher certificate or permit
  - be appropriately trained in the holistic rating process
  - rate the student in all eligible domains
- Raters may include bilingual teachers, ESL teachers, general education teachers, gifted and talented teachers, and teachers of enrichment subjects. Paraprofessionals may not serve as raters.

Centralized Raters: Teachers of ELs in 2-12

NEW

- Teachers of grades 2-12 ELs are still required to assemble student writing collections.

- As noted before, the centralized raters will still have to meet the TELPAS rater requirements. However, districts, at their own discretion, may require additional training for those raters designated as centralized raters.

Check for Understanding

TELPAS Resources

Resource	Purpose	Audience
Educator Guide to TELPAS and TELPAS Alternate	Provides an overview of TELPAS and TELPAS Alternate and serves to support effective implementation of the ELPS and PLDs to guide instruction	Administrators, Coordinators, Teachers
TELPAS Training PowerPoints	Provide introductory training resources for educators and raters that administrators/coordinators to build foundational knowledge of TELPAS	Administrators, Coordinators, Teachers
TELPAS Reading, Listening, and Speaking Blueprints	Provide districts with the test blueprints (reading, listening, and speaking) and TELPAS speaking rubrics	Administrators, Coordinators, Teachers

TELPAS Resources

Resource	Purpose	Audience
TELPAS Speaking Rubrics	Were derived from the TELPAS proficiency level descriptors (PLDs) and demonstrate the number of score points that a student can achieve based on their performance on each speaking test item	Administrators, Coordinators, Teachers
TELPAS Reading Released Tests	Are available in the online interface and can be used to administer to students for diagnostic purposes	Administrators, Coordinators, Teachers
TELPAS Tutorial	Assists students to become familiar with online TELPAS tests (navigating through tests, online tools, and interaction with listening and speaking test items)	Administrators, Coordinators, Teachers, Students

TELPAS Resources (continued)

Resource	Purpose	Audience
TELPAS Listening and Speaking Practice Sets	Created to help students become familiar with online listening and speaking test items and to practice recording speaking responses	Administrators, Coordinators, Teachers, Students
TELPAS Microphone and Headset Check	Available in the TestNav app under the “Practice Tests” link for districts to test connection, recording, and audio playback of their headsets prior to utilizing listening and speaking practice sets and definitely before testing	Administrators, Coordinators, Teachers
TELPAS Parent Resources	Provide parent resources that include TELPAS FAQs and TELPAS parent tips for all language domains	Administrators, Coordinators, Teachers

TELPAS Alternate

- There are no significant changes to TELPAS Alternate.
- We are in the process of developing additional resources.

What is TELPAS Alternate?

- A holistic inventory that assesses the language domains of listening, speaking, reading, and writing for students with significant cognitive disabilities in grades 2-12
- Aligned to the Texas English Language Proficiency Standards (ELPS)
- Based on alternate Proficiency Level Descriptors (PLDs) created to address the specific access needs of this population

Who takes TELPAS Alternate?

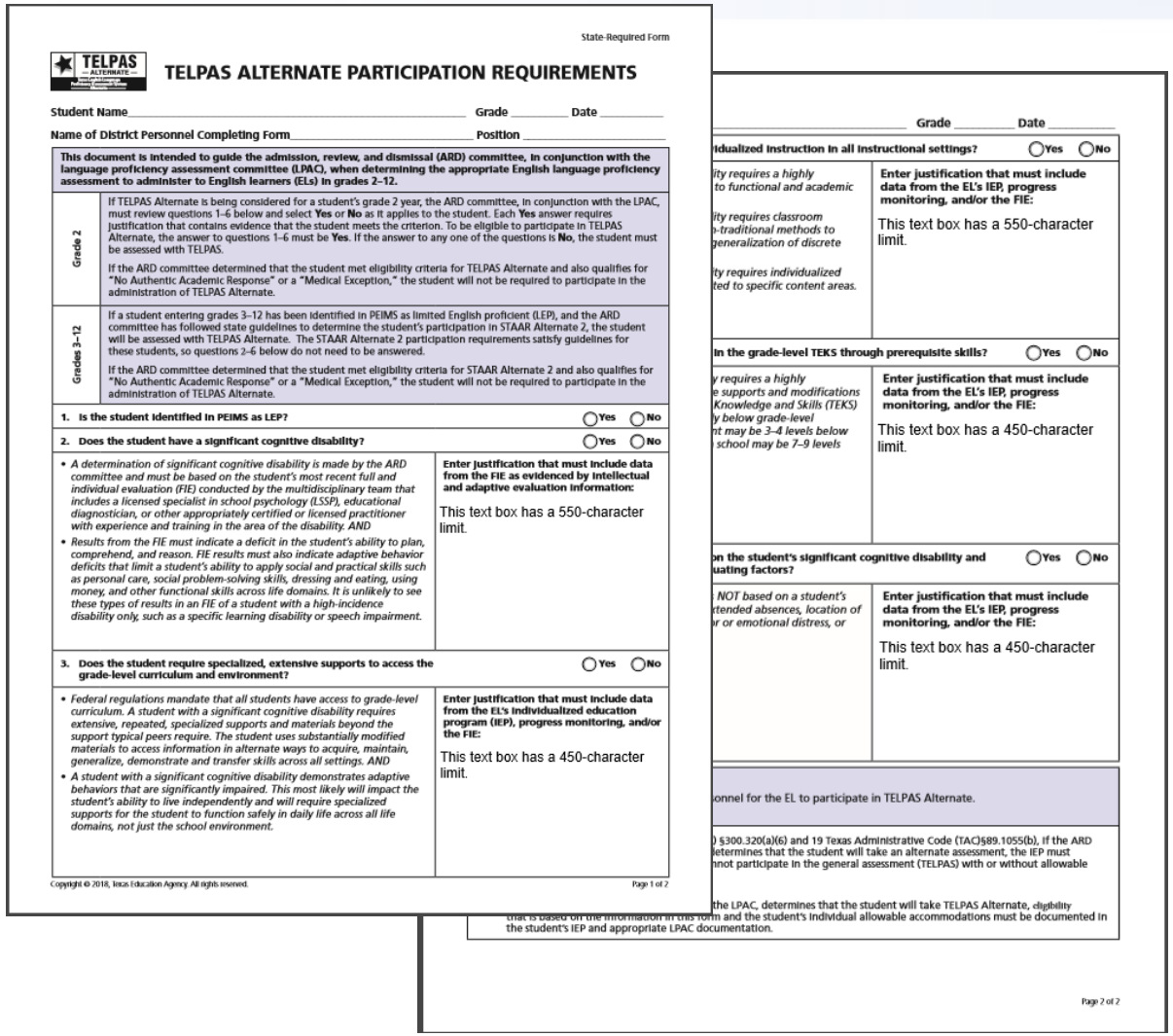
- Students taking TELPAS Alternate are English learners in grades 2-12 who have significant cognitive disabilities and who are in the process of acquiring English proficiency in listening, speaking, reading, and writing.
- These students have one or more disabilities that significantly limit their intellectual functioning, as shown by their ability to plan, comprehend, and reason, and their adaptive behavior, as shown by their ability to apply social and practical skills.

Who is assessed with TELPAS Alternate?

Grades K – 1	• No TELPAS Alternate for K-1 at this time. • All ELs, including students receiving special education services, will take TELPAS K-1 holistically rated assessment for all four language domains.
Grade 2	• Participation requirements are available on TEA's TELPAS Alternate Resources webpage. • ARD committees, in conjunction with the LPAC, are required to review the participation requirements and determine and document student eligibility for TELPAS Alternate.
Grades 3 - 12	• Participation requirements are available on TEA's TELPAS Alternate Resources webpage. • ARD committees, in conjunction with the LPAC, are required to determine and document student eligibility for TELPAS Alternate. If the student is LEP and is eligible for STAAR Alternate 2, he or she will take TELPAS Alternate.

TELPAS Alternate Participation Requirements

Update



State-Required Form

TELPAS ALTERNATE PARTICIPATION REQUIREMENTS

Student Name_____ Grade _____ Date _____

Name of District Personnel Completing Form_____ Position _____

This document is intended to guide the admission, review, and dismissal (ARD) committee, in conjunction with the language proficiency assessment committee (LPAC), when determining the appropriate English language proficiency assessment to administer to English learners (ELs) in grades 2–12.

Grade 2: If TELPAS Alternate is being considered for a student's grade 2 year, the ARD committee, in conjunction with the LPAC, must review questions 1–6 below and select **Yes** or **No** as it applies to the student. Each **Yes** answer requires justification that contains evidence that the student meets the criterion. To be eligible to participate in TELPAS Alternate, the answer to questions 1–6 must be **Yes**. If the answer to any one of the questions is **No**, the student must be assessed with TELPAS.

If the ARD committee determined that the student met eligibility criteria for TELPAS Alternate and also qualifies for "No Authentic Academic Response" or a "Medical Exception," the student will not be required to participate in the administration of TELPAS Alternate.

Grades 3–12: If a student entering grades 3–12 has been identified in PEIMS as limited English proficient (LEP), and the ARD committee has followed state guidelines to determine the student's participation in STAAR Alternate 2, the student will be assessed with TELPAS Alternate. The STAAR Alternate 2 participation requirements satisfy guidelines for these students, so questions 2–6 below do not need to be answered.

If the ARD committee determined that the student met eligibility criteria for STAAR Alternate 2 and also qualifies for "No Authentic Academic Response" or a "Medical Exception," the student will not be required to participate in the administration of TELPAS Alternate.

1. **Is the student identified in PEIMS as LEP?** ◯ Yes ◯ No
2. **Does the student have a significant cognitive disability?** ◯ Yes ◯ No

- *A determination of significant cognitive disability is made by the ARD committee and must be based on the student's most recent full and individual evaluation (FIE) conducted by the multidisciplinary team that includes a licensed specialist in school psychology (LSSP), educational diagnostician, or other appropriately certified or licensed practitioner with experience and training in the area of the disability. AND*
- *Results from the FIE must indicate a deficit in the student's ability to plan, comprehend, and reason. FIE results must also indicate adaptive behavior deficits that limit a student's ability to apply social and practical skills such as personal care, social problem-solving skills, dressing and eating, using money, and other functional skills across life domains. It is unlikely to see these types of results in an FIE of a student with a high-incidence disability only, such as a specific learning disability or speech impairment.*

Enter justification that must include data from the FIE as evidenced by intellectual and adaptive evaluation information:

This text box has a 550-character limit.

3. **Does the student require specialized, extensive supports to access the grade-level curriculum and environment?** ◯ Yes ◯ No

- *Federal regulations mandate that all students have access to grade-level curriculum. A student with a significant cognitive disability requires extensive, repeated, specialized supports and materials beyond the support typical peers require. The student uses substantially modified materials to access information in alternate ways to acquire, maintain, generalize, demonstrate and transfer skills across all settings. AND*
- *A student with a significant cognitive disability demonstrates adaptive behaviors that are significantly impaired. This most likely will impact the student's ability to live independently and will require specialized supports for the student to function safely in daily life across all life domains, not just the school environment.*

Enter justification that must include data from the EL's individualized education program (IEP), progress monitoring, and/or the FIE:

This text box has a 450-character limit.

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Grade _____ Date _____

idualized instruction in all instructional settings? ◯ Yes ◯ No

ity requires a highly
to functional and academic

ity requires classroom
-traditional methods to
generalization of discrete

ity requires individualized
ted to specific content areas.

Enter justification that must include data from the EL's IEP, progress monitoring, and/or the FIE:

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in the grade-level TEKS through prerequisite skills? ◯ Yes ◯ No

y requires a highly
e supports and modifications
Knowledge and Skills (TEKS)
y below grade-level
nt may be 3–4 levels below
school may be 7–9 levels

Enter justification that must include data from the EL's IEP, progress monitoring, and/or the FIE:

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on the student's significant cognitive disability and
uating factors? ◯ Yes ◯ No

NOT based on a student's
xtended absences, location of
r or emotional distress, or

Enter justification that must include data from the EL's IEP, progress monitoring, and/or the FIE:

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onnel for the EL to participate in TELPAS Alternate.

) §300.320(a)(6) and 19 Texas Administrative Code (TAC)§89.1055(b), If the ARD
etermines that the student will take an alternate assessment, the IEP must
not participate in the general assessment (TELPAS) with or without allowable

the LPAC, determines that the student will take TELPAS Alternate, eligibility
that is based on the information in this form and the student's individual allowable accommodations must be documented in
the student's IEP and appropriate LPAC documentation.

- Participation requirements (in English and Spanish) for grades 2-12 are available on TEA's TELPAS Alternate Resources webpage.
- Participation requirements are intended to guide the ARD committee, in conjunction with the LPAC, when determining the appropriate English language proficiency assessment to administer to ELs.
- Documentation of eligibility is different for students in grade 2 compared to students in grades 3-12.
- **UPDATE:** For student in grades 3-12, the LPAC will now answer question 1: "Is the student identified in PEIMS as LEP?" and initial the assurances in Step II.

Alternate Proficiency Level Descriptors (PLDs)

- The Alternate PLDs are domain-specific and define how well ELs at the five proficiency levels are able to understand and use English in social and academic settings.
- The descriptors show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help teachers tailor instruction to the linguistic needs of ELs.
- Located on the TELPAS Alternate Resources webpage.

Awareness	Imitation	Early Independence	Developing Independence	Basic Fluency
ELs at the awareness level have little or no functional use of spoken English or augmentative and alternative communication even when interacting with highly familiar words.	**ELs at the imitation level approximate speaking or augmentative and alternative communication activities in English when interacting with highly familiar words.**	**ELs at the early independence level participate in speaking or augmentative and alternative communication activities when working with familiar words.**	**ELs at the developing independence level produce short, simple messages in English or with augmentative and alternative communication.**	**ELs at the basic fluency produce detailed spoken messages in English or with augmentative and alternative communication.**
These students may: • require full second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine • know too little English to communicate simple ideas even when topics are highly familiar • alert to or show reaction to stimuli, but do not demonstrate ability to clearly communicate thoughts • not initiate spoken communication in English	**These students may:** • require significant second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine • imitate or attempt to imitate use of spoken English words after modeling • rarely initiate spoken communication in English independently	**These students may:** • require moderate second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine • communicate with a very limited vocabulary of high-frequency, high-need, concrete one- or two-word responses • not understand how words fit into a larger language context • hesitate to speak in English and often give up in their attempts to communicate	**These students may:** • require occasional second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine • combine spoken words to create simple original messages • pause to find words to restate or clarify meaning	**These students may:** • require minimal second language acquisition support (visuals, gestures, verbal cues) for social and academic communicative activities in their daily routine across settings • be able to express detailed ideas through spoken words in social and academic English • occasionally pause to search for words and phrases to clarify meaning

What are Observable Behaviors?

- The “questions” are called Observable Behaviors. Each Observable Behavior describes characteristics that students learning English demonstrate as they gain proficiency.
- Test administrators, based on their knowledge of a student’s English language skills over a period of time, will make holistic judgments across all four domains of English language proficiency (listening, speaking, reading, writing) using alternate ELPS-aligned observable behaviors.

Observable Behaviors: Notes Version

- A “notes version” of the Observable Behaviors can be found on TEA’s TELPAS Alternate Resources web page. It is available so that educators can become familiar with the Observable Behaviors and practice using them during the school year.

L3.	The student:				
Using Vocabulary	may or may not attend to a single spoken social or academic word with picture support	matches a single spoken social or academic word with picture support to an identical picture	selects a picture corresponding to a spoken social or academic word from a group of pictures	selects a requested word/picture combination of a recently learned vocabulary word from a group of word/ picture combinations	participates in a short discussion that includes recently learned academic vocabulary

Observable Behaviors with Classroom Examples

- Texas teachers developed classroom examples to help test administrators better understand the descriptions of student performance for each Observable Behavior.
- Elementary and secondary examples describe one way that students could demonstrate each skill across the five levels of proficiency.

L8.	The student:				
Following Directions	may or may not attend to one-word directions with picture support	follows one-word directions with picture support	follows one-word directions	follows familiar multi-word single-step directions	follows multistep directions
Elementary	Student does not stand when given the one-word direction "stand."	Student stands when given the direction "stand" with picture support.	Student stands when given the one-word direction "stand."	Student follows the directions "stand up," sit down," and "raise your hand."	Student follows the directions "stand up, walk to the door, and wait quietly."
Secondary	Student does not walk when given the one-word direction "walk."	Student walks when given the direction "walk" with picture support.	Student walks when given the one-word direction "walk."	Student follows the directions "walk to door," "walk to the restroom," and "wash your hands."	Student follows the directions "stand up, walk to the restroom, and wash your hands."

An accessible version of the Observable Behaviors and classroom examples can be found at https://tea.texas.gov/student.assessment/telpasalt/#Alt

Using the Classroom Examples

- The purpose of each example is to illustrate how a student could demonstrate the skill at each proficiency level.
- There are many other classroom activities that could be used as examples for the Observable Behaviors.
- These examples are not intended to be used as test questions or performance tasks for teachers to replicate, although using them for this purpose is acceptable if needed.
- Teachers are encouraged to use their own activities in the regular classroom setting when determining a student's ability to understand and use English.

TELPAS Alternate Training

- TELPAS Alternate Test Administrator Manual
- A series of training PowerPoints is available on TEA's TELPAS Alternate Resources webpage. Each PPT can be reviewed by in about 10-15 minutes. Introduction to TELPAS Alternate.
  - *TELPAS Alternate Student Eligibility* (coming soon)
  - *TELPAS Alternate Accessibility* (coming soon)
  - *TELPAS Alternate Listening Domain*
  - *TELPAS Alternate Speaking Domain*
  - *TELPAS Alternate Reading Domain*
  - *TELPAS Alternate Writing Domain*
  - *TELPAS Test Administration* (coming soon)
- While the PPTs are not required, TEA highly recommends that test administrators rating students using TELPAS Alternate view these PPTs to become familiar with unique aspects of a TELPAS Alternate administration.

TELPAS Alternate Resources

Resource	Purpose	Audience
Educator Guide to TELPAS and TELPAS Alternate	Provides an overview of TELPAS and TELPAS Alternate and serves to support effective implementation of the ELPS	Administrators, Coordinators, Teachers
Participation Requirements	Used by ARD committees in conjunction with the LPAC to make decisions about TELPAS Alternate	Members of ARD committees and LPACs
Observable Behaviors	Measures the student's use of English and contain a notes section that can be used to become accustomed to TELPAS Alternate prior to the assessment window	Teachers

TELPAS Alternate Resources (continued)

Resource	Purpose	Audience
Parent Brochure	Communicates (English and Spanish) basic information about TELPAS Alternate	Parents
Test Administration Manual	Contains instructions covering the responsibilities of test administrators and the observable behaviors used to assess students Required to be read carefully and followed as written	Administrators, Coordinators, Teachers serving as test administrators
Training PowerPoints	Provides training on a variety of topics, including authentic classroom activities for each domain that explain how to rate students with the observable behaviors Designed as short PowerPoints that can be viewed in 30 minutes or less Are optional though highly recommended	Administrators, Coordinators, Teachers serving as test administrators

Questions?